

## **THE LEVELS OF PSYCHOLOGICAL BURNOUT AMONG TEACHERS OF THE BASIC STAGE IN JORDAN IN LIGHT OF SOME VARIABLES**

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**ABSTRACT :***The study aimed to know the levels of psychological burnout among female teachers in the basic stage in Jordan, and the extent of the difference in these levels based on the educational qualification and the social status of female teachers, in addition to revealing the relationship between psychological burnout and each of the teaching experience and training courses for female teachers, and the sample consisted of (200) female teachers. Among the parameters of the southern region in Jordan, the researcher used the Maslash and Jackson scale of psychological combustion with its three dimensions: emotional stress, feeling dull, and lack of achievement. The results indicated that there is a low level of psychological combustion among the study sample, and that the levels of combustion differed according to the educational qualification, while there were no statistically significant differences attributable to the social situation, and the results also showed the absence of a relationship for most dimensions of combustion with teaching experience and training courses.*

**KEYWORD:** psychological, burnout, teachers, basic stage.

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## **INTRODUCTION**

The teacher is the main pillar in the educational process, and its most important elements, for what is going on in students' learning, and the acquisition of skills and behaviours, and their cognitive, psychological and social development. This effect extends to all educational levels that students undergo. What makes you feel surprised? What happened in the world of political science in the twentieth century? The psychology that worries individuals who do their work in providing social and humanitarian services to others (Al-Qaryouti, 2008). The student's psychological protest develops. It is in his dealings with students, or educational material (Al-Qaryouti, 2008). This experience may develop with your work, rest and rest at work, making a choice from social situations, constant absenteeism from work, waiting for holidays and holidays, and may end up affecting the relationships with the family, problems arise within the family, and his relationship with his wife and children (Al-Battal, 2000). As C. Byrne (Byrne, 1994) pointed out that the minor awards other than the overpowering of emotional attrition have a teacher, as is the case in developing trends towards students' direction and direction, and negatively affects the achievement of our educational goals.

**The study problem and its questions:**

The study's problem explores being persecuted today, perhaps because of great pressure at work around the world. These pressures and influences increase for the primary stage teachers, as they deal with a group of students. She did not dream of graduating from school, and she studied the detection of protests in Fatima Al-Zahraa Elementary School in the south, and the study seeks to answer the following questions:

1. What are the levels of frequency of feeling three dimensions?
2. Are the three-dimensional levels of psychological occupation different according to the educational qualification levels and the social status of the teachers?
3. Is there a relationship between the three-dimensional levels of psychological detention and all years of experience, teacher training courses?

**The objectives of the study: represents the goal of the study:**

First: revealing the levels of repetition of feeling the three dimensions.

Second: Knowing the effect of each of the variables: the academic qualification, marital status, and experience in the level of psychological respect in the relevant governmental schools of the Southern Ghor District, in a number of directions and proposals in light of the results of the study.

**The importance of studying:**

The importance of your study succeeds in the educational process and its success, and it is based on that until it has received great attention from researchers, scholars and all those in charge of the educational process,

Also, the effects on psychological burning and its impact on the teacher's giving and impartiality and his relationship with his colleagues.

Take care of everything you feel. Hence, this study comes during her time in her quest to show the image of the school. From the suffering, fatigue and problems you suffer from.

Study limitations:

The study was limited to the following determinants:

1. Basic stage teachers in the Southern Ghor Directorate of Education.
2. The academic year 2019/2020
3. Maslach and Jackson scale of psychological burning.

Procedural definitions:

Psychological Burnout: A psychological condition that is caused by conditions directly related to individuals, especially individuals who are students of the basic stage, and which are measured by the total degree that the teacher obtains in the Maslach Psychological Burning Scale with its three dimensions.

Basic stage teachers: They are the teachers who study basic stage students in schools of the Directorate of Education and Learning in the Southern Ghor of 2018/2017.

**Previous studies**

Several studies dealt with work pressures among workers in educational and non-educational institutions and their relationship to some variables, and as many researchers

emphasize that increased psychological pressure on the teacher and its accumulation and the inability to face or overcome them can lead to a sense of what is known as psychological burning. Dyer & Quine (1998) found that the factors that lead to psychological burnout for teachers are factors related to the lack of opportunities for promotion, not being subjected to professional development courses during service, behavioural problems that students show, and the increase in the number of students in classes.

As for staples (1993), it was found that the psychological burnout of teachers of special education in Jordan appears at a moderate degree. He pointed out that most of the differences appeared after the emotional stress, due to the gender variable and in favour of males, and to the variable of experience and in favour of those with little experience. Metwally's study (2000) aimed to identify differences in psychological stress among primary school teachers, by sex. The sample of the study consisted of (240) male and female primary school teachers from some schools in Damietta Governorate. The results of the study showed that there are statistically significant differences between male and female teachers in psychological stress in favour of female teachers. The results of the study also found that male and female teachers with high psychological pressures tend to have neurosis and move away from mental health, feel tense, irritable, suspicious, hesitant, feel a sense of deficiency and inefficiency in performing their work, and their relationships with their superiors and colleagues are negative.

Khleifat and Zghoul (2003) study that aimed to reveal the phenomenon of psychological pressure among a sample of (406) teachers from the directorates of Karak governorate education and their relationship to some variables, the results indicated that the teachers of the Karak governorate education help from a high level of psychological stress. The results showed that the most stressful factors are those associated with income variables, relationship to the community, parents, extracurricular activities, school construction, school climate, and teaching process.

Al-Kharabsheh and Arabiyat (2005) studied psychological combustion among teachers working with students with learning difficulties, where the study sample consisted of (166) teachers and teachers in Jordan, and the results of the study indicated that there is psychological burnout among teachers with a medium degree after the emotional stress, feelings sag, and a degree High after the lack of a sense of achievement and the presence of statistically significant differences attributable to the gender variable and in favour of females, after the lack of a sense of achievement, and the study also showed the presence of statistically significant differences on all dimensions of the scale due to the variable of years of experience, and in favour of those with years of experience of five years and more. Lazarus study (2006), which aimed to reveal occupational pressures and their negative and health impact on public and private education teachers in Greece, the study was applied to (70) teachers, the results showed the existence of professional pressures represented in personal conflicts, restrictions of the organization and workload, which negatively affects On the teachers.

Al-Zayoudi (2007) conducted psychological combustion among a sample of special education teachers, numbering (115) male and female teachers, and the results of the study showed the presence of psychological combustion among male and female teachers with a moderate degree, as the results showed a high level of psychological burning among teachers compared to female teachers, while the results showed the absence of an effect of the variable of the educational qualification on the level of psychological combustion. As for the variable of experience, the results showed that teachers with few levels of experience are subjected to a higher level of psychological burning.

Kokkinos study (2007) aimed to identify the relationship between psychological burnout and personality traits and work pressure among primary school teachers in Cyprus, and the study included (447) teachers, and the study results confirmed that personality traits and work stress correlated with the dimensions of psychological burnout among teachers, The results of the study also confirmed that it is necessary to take into account the characteristics of personality and work stress in studying their relationship to psychological burnout among teachers. Platsidou & Agaliotis (2008) studied the levels of psychological combustion among a sample of (127) male and female teachers of special education in the elementary stage in Greece. The results indicated that there is a negative and statistically significant relationship between the combustion levels and the levels of job satisfaction, while the study showed that there is no statistically significant relationship between the degree of combustion and the teaching experience, and the absence of statistically significant differences in the combustion levels due to the gender variable. After reviewing the previous studies, we note that the current study was distinguished from previous studies by having dealt with a set of variables that researchers had not previously addressed before, especially with regard to training courses, and was conducted on a different sample and a different environment.

The researcher benefited from the previous studies in determining the study variables, using the appropriate tools and determining the size of the current study sample.

### **Study methodology and procedures:**

This study is one of the descriptive survey studies that aimed to know the levels of psychological burnout among the primary stage teachers in Jordan in light of some variables.

### **population and sample:**

The study population consisted of (296) female teachers from the primary stage teacher in the directorates of education in the Southern South Region, and a similar number of questionnaires were distributed to all of these teachers during the delivery of the questionnaire to each directorate, where each directorate distributed the questionnaires to the schools affiliated to it, and it was done Returning (200) questionnaires (67.5% of the total distributed questionnaires), and in contact with the various directorates, the researcher concluded that the main reason for not retrieving the remaining number is the presence of a number of parameters on maternity leave, and by examining the retrieved forms it was

found that all of them were valid for use in statistical analysis. Of a study, with the exception of some deficiencies in the demographic data of some parameters, which explains the sample's lack of (200) in the statistics of some tables used later in the study results. The sample of the study is distributed according to a set of specific demographic variables shown in Table No. 1.

Table (1): Distribution of the study sample based on the specific demographic variables

NO	variable	Level	N
1	Educational Qualification	diploma	26
		BA	143
		Postgraduate	30
2	social situation	Married	169
		single	28
3	Teaching experience as an elementary school teacher	Three years or less	160
		More than three years	40

Note: Due to the lack of demographic data for some parameters, the total in some cells of the variables does not reach (200) in this table and the following tables.

### Study tool:

Maslach Burnout Inventory, MBI; Maslach & Jackson, 1981 was used to identify levels of psychological combustion in the study sample, and this measure is one of the most used measures on a global scale in measuring psychological combustion, as it was localized and applied in the environment Arabic (Bataineh and Al-Jawarneh, 2004).

This scale consists of (22) paragraphs, in the form of phrases that ask the individual about his feeling towards a set of behaviours related to his profession, and the participant responds to each phrase twice, once to indicate the extent of feeling repeated, and again to indicate its intensity. Previous studies have shown that the response to repetition of feeling is similar to the response to its intensity and that there is a high correlation between these two dimensions (repetition and intensity), especially as the results of the global analysis showed that the paragraphs of the scale were satiated according to the repetition and intensity in one pattern (Al-Jamali and Hassan, 2003), and he concluded Lee & Ashforth (1996, as in Worley et al., 2008) noted that each dimension of intensity and repetition is a repetition of the other and that the use of one of them is sufficient for analysis, so the researcher limited the current study to a recurring feeling of psychological burning.

The response to the frequency of burning feeling is responded by using a seven-step gradient (zero = never, 1 = a few times a year, 2 = once a month or less, 3 = a few times a month, 4 = once a week, 5 = a few times a week, 6 = approximately every day). The paragraphs of the scale are divided into three dimensions: after emotional stress, and its paragraphs (1-2-3-6-8-13-14-16-20), and after the feeling of sagging, its paragraphs (5-10-

11-15-22), And after a lack of a sense of accomplishment, and its paragraphs (4-7-9-12-17-18-19-21). Accordingly, the lowest score that the respondent can obtain in any of the three dimensions is zero, but the highest degree is (54) in the after emotional stress, (30) in the after feeling sagging, and (48) in the after the lack of feeling.

Given that the passages of the two dimensions of the emotional stress and sagging feelings are negative, the researcher reversed the scores of the examined on a distance (a lack of a sense of achievement) to be in the same direction as the first two dimensions, and accordingly, the respondent who gets high scores in all three dimensions is classified as having a high level of combustion Psychological scores, while low scores indicate a low level of psychological burning. It should be noted here that the Maslach scale does not classify the respondent as burning or not burning, but responses are categorized into three levels based on the score obtained in the combustion scale. Table No. (2) refers to the three classifications and the corresponding grades.

**Table (2): Classification of the dimensions of the Maslash scale of the psychological burnout**

Dimensions	High	medium	low
Emotional stress	30 and over	29-18	17-0
Feeling emotional	12 and over	11-6	5-0
Decreased sense of accomplishment	24 and over	23-12	11-0

#### **Validate the measurement tool:**

Previous studies indicated that the scale enjoyed high levels of honesty, with various validation methods used, such as construction honesty or concomitant honesty, and in the evaluation study by Worley et al. (2008). In preparation for examining the global validity of the scale, the researcher verified the efficiency of the study sample data to perform the global analysis on it, by calculating the Kaiser-Meyer-Olkin & Bartlett's test, which indicated the relevance of the data for global analysis (KMO = 0.831, chi-square = 1521.425, D at a level less than 0.001 and with a degree of freedom = 231). The researcher applied the exploratory factor analysis using the Principal Components method with Varimax Rotation, and the current study has found that there are three factors that explain 48% of the total variance, with saturation of some expressions in more than one factor, and the worker has explained The first is represented by expressions of emotional stress, 28.3% of the contrast, while the second factor, explained by the terms lack of a sense of accomplishment, 11.3% of the contrast, while the third factor (a mixture of expressions of dullness of feelings and a lack of sense of achievement) explained 8.4% of the total contrast.

#### **Reliability of scale:**

The data obtained through the use of the Maslach scale was characterized by its stability, whether in the original or other translated versions and on various samples such as French



(Laugaa et al., 2008) or Arabic (Al-Kharabsheh and Arabiyat, 2005); whether the stability parameters were by way of internal consistency or in a way Reset test or mid-segmentation.

## RESULTS

To answer the first question: What are the levels of repetition in the three dimensions of psychological burnout among female primary school teachers? Standard averages and deviations were used, and Table (3) presents these arithmetic averages for the three dimensions of psychological combustion: emotional stress, emotional fatigue, and lack of a sense of achievement, compared to the criteria defined by Maslach and Jackson and represented in the three levels (low-medium-high) that It was indicated early in the correction of the scale.

**Table (3): The average scores for the basic stage parameters based on the tripartite classification of the dimensions of the Maslach scale of the psychological burnout.**

NO	Dimensions	Level of burnout	criterion	mean
1	Emotional stress	High	30 and more	17.35
		Medium	29-18	
		low	17-0	
2	Feeling emotional	High	12 and more	2.14
		Medium	11-6	
		low	5-0	
3	Decreased sense of accomplishment	High	24 and more	9.01
		Medium	23-12	
		low	11-0	

It is noted from Table (3) that the mean scores of the current study members on the three dimensions of combustion occurred within the low level according to the Maslach criterion, in determining the level of psychological combustion for each dimension of the scale, noting that the average sample scores in the emotional stress dimension can be considered close to The intermediate level reached 17.35, which is a marginal degree between the low and intermediate levels, according to the standard used.

To answer the second question: Do the levels of the three dimensions of psychological combustion differ according to the levels of educational qualifications and the social status of female teachers? The researcher used the analysis of mono-variance of the scores of the sample members to know the effect of the educational qualification (because there are three levels in this variable) and the (T) test was used for the independent samples to know the effect of each of the social status of the teachers in the three dimensions.

For the educational qualification, the mean averages and standard deviations for the three levels shown in Table (4) were extracted first.

Table (4): Mathematical Averages and Standard Deviations for Psychological Burning by Academic Qualification

NO	Dimensions	Level of burnout	NO	mean	sd
1	Emotional stress	diploma	26	16.46	13.72
		BA	143	18.42	11.16
		Postgraduate	30	12.70	10.02
2	Feeling emotional	diploma	26	2.30	3.87
		BA	143	2.29	3.16
		Postgraduate	30	0.96	2.53
3	Decreased sense of accomplishment	diploma	26	6.96	7.85
		BA	143	10.24	7.10
		Postgraduate	30	5.20	4.40
4	Total	diploma	26	25.73	21.05
		BA	143	30.96	16.62
		Postgraduate	30	18.86	13.37

It is clear from Table (4) that there are differences in the arithmetic mean for the three groups. As noted from Table No. (4), the individuals of the sample at each of the three levels of the qualification variable are different, which threatens the hypothesis upon which to analyze the mono-variance represented by assuming the similarity of the categories of global variables (Tabachnick & Fidell, 2001), and therefore Calculate Levine's coefficient to confirm this hypothesis and to choose the appropriate Post Hoc Test.

It was found that the Levine's D test coefficient was statistically at a level of significance less than 0.05, for both the diminished sense of feeling and lack of a sense of achievement, so (Dunnett's C) was used for all comparisons, and this test is not affected by the unequal variance of the qualification variable categories, as it is one of the Dimensional tests that are not based on the Equal Variance not Assumed hypothesis. And Table No. (5) shows the results of the analysis of the one-way variance of the differences between the three levels of the educational qualification in the three-dimensional averages and the total sum of psychological burning.



**Table (5): Results of the ANOVA analysis of differences in psychological combustion based on the educational qualification**

NO	Dimensions	Sources of variance	Sum of squares	df	mean of squares	f	sig
1	Emotional stress	Between group	834.561	2	417.280	3.228	0.042
		Within group	25337.741	196	129.274		
		total	26172.302	198			
2	Feeling emotional	Between group	45.016	2	22.508	2.223	0.111
		Within group	1984.169	196	10.123		
		total	2029.186	198			
3	Decreased sense of accomplishment	Between group	762.197	2	381.098	8.051	0.000
		Within group	9278.195	196	47.338		
		total	10040.392	198			
4	Total	Between group	3851.980	2	1925.990	8.051 6.797	0.000 0.001
		Within group	55539.407	196	47.338		
		total	59391.387	198			

It is noted from Table No. (5) that there are statistically significant differences attributable to the type of educational qualification in both the post-emotional stress and the lack of a sense of achievement as well as in the overall degree of psychological burning, and to know the sources of these differences, Dunnett's test was conducted and the results of this test were as they are clear in the table No. (6).

**Table (6): Dunnett's C test results for dimensional comparisons by academic qualification**

NO	Dimensions	Squared differences	diploma	BA	Postgraduate
1	Emotional stress	diploma	-	1.96503-	3.76154
		BA	1.96503	-	*5.72657
		Postgraduate	3.76154-	*5.72657	-
2	Decreased sense of accomplishment	diploma	-	3.28322-	1.76154
		BA	3.28322	-	*5.04476
		Postgraduate	1.76154	*5.04476	-
3	Total	diploma	-	5.23427-	6.86410
		BA	5.23427	-	*12.09837
		Postgraduate	6.86410-	*12.09837-	-

\* Differences of a statistical function when the level of the alpha sign is less than (0.05).

By looking at the results shown in Table (6), the results of the Dunnett's C test indicate that the source of statistically significant differences in the dimensions of the post-emotional stress and the lack of a sense of achievement and the overall degree of psychological burning is due to the difference between the two categories of teachers from the undergraduate and graduate Category of parameters of bachelor's degree.

As for knowing the effect of the social status of the teachers on the three dimensions, a test (T) was used for the independent samples, and Table (7) indicates the results of the (T) test.

**Table (7): Results of (T) test for the differences between the arithmetic averages and the standard deviations according to the social situation in the three dimensions and the total degree of psychological combustion**

NO	Dimensions	Sources of variance	N	mean	sd	df	T	sig
1	Emotional stress	single	28	17.96	12.34	195	0.338	0.736
		Married	169	17.17	11.45			
2	Feeling emotional	single	28	1.82	1.25	195	0.499	0.618
		Married	169	2.15	1.48			
3	Decreased sense of accomplishment	single	28	9.68	6.65	195	0.610	0.543
		Married	169	8.80	6.04			
4	Total	single	28	29.46	17.91	195	0.382	0.703
		Married	169	28.11	17.25			

It is noted from Table No. (7) the absence of any statistically significant differences attributable to the variable of the social status of female teachers, whether in the three sub-dimensions or in the overall degree of psychological burning.

To answer the third question: Is there a significant relationship between the three-dimensional levels of psychological burning and each of the years of experience, and the number of training courses for the teacher? Pearson Correlation Coefficient was calculated, and Table (8) shows the results of correlation coefficients between psychological burning with its three sub-dimensions, each of the years of teaching experience, and the number of training courses.

**Table (8) Correlation coefficients between psychological burning with its three sub-dimensions and each of the experience and training courses for teachers**

No		1	2	3	4	5
1	Emotional stress	-				
2	Feeling emotional	0.531	-			
3	Decreased sense of accomplishment	0.325	0.325	-		
4	Total	0.895	0.671	0.686	-	
5	Teaching experience	0.101-	0.033-	0.172-	0.144-	-
6	training courses	0.117-	0.076-	0.094-	0.132-	0.135

It is noted from the table of correlation matrix No. (8) that the teaching experience variable was statistically and negatively related to the dimension of the lack of a sense of achievement ( $t = 0.172$ -, significance level = 0.015), and the overall degree of the combustion scale ( $t = 0.144$ , significance level = 0.042), while the correlation coefficients of the experience variable were not significant with the other two dimensions (the emotional stress dimension and the feeling of sagging), and the training course variable was not related to any of the three dimensions, or to the overall degree statistically significant.

## DISCUSS OF RESULTS

The results of the current study indicated that the female teachers in the basic stage suffer from psychological burning, but at low levels (in all dimensions of combustion: emotional stress, emotional fatigue, and a lack of a sense of achievement) based on the Maslach and Jackson criteria on the classification of combustion levels conducted on other samples of teachers Special or ordinary education (Al-Kharabsheh and Arabiyyat, 2005,) showed a moderate level of combustion based on the standard of Maslach and Jackson, but there were studies that agreed with the current study such as Platsidou & Agaliotis, 2008 which found low levels of special education teachers in Primary stage.

The study also found that there are statistically significant differences in both the emotional stress and the lack of a sense of achievement, as well as in the overall degree of psychological combustion based on the type of academic qualification, and in favor of female teachers from the bachelor's degree, where the averages of this category came higher than the averages of the group of female teachers working in the basic stage And not being satisfied with short training workshops, but with regard to the variable of the social status of female teachers, the results of the test (T) indicated that there are no statistically significant differences in the levels of combustion in its three dimensions between the category of married and unmarried female teachers, and the result of this study is consistent with a study By Khatib and Al-Qaryouti (2005), and the absence of these differences can be explained by the fact that both the married and unmarried groups in Jordanian society are surrounded by similar family support, in addition to these comparisons, the current study examined the relationship between levels of psychological

burning with its three dimensions and each of the teaching experience of the teachers, and the number The courses that were injected, and the results indicated that there was no statistically significant relationship between the teaching experience and any of the burning dimensions except for a weak relationship (effect size = 0.012 which is small according to Cohen classification (1988, as in Valentine & Cooper, 2003) with a dimension deficiency Feeling of accomplishment, although some studies have indicated an atmosphere A negative relationship between the experience of teaching and some combustion dimensions (Aldbabsh, 1993; Zouaydi, 2007) but most of the Arab studies have indicated no differences in combustion levels when comparing the least experienced teachers and the most experienced (Bataineh and Jawarneh 2004; Khatib Qaryouti, 2008). As for the variable number of training courses, the results of correlation coefficients indicated that there is no statistically significant relationship between the number of courses and the levels of combustion, which may indicate the ineffectiveness of these courses in alleviating the possibility of burning, especially as they are short and irregular courses.

### Recommendations

1. The researcher recommends the importance of continuing to train teachers in the basic stage through long and organized programs and not limited to short courses with a focus on what these teachers need from training needs.
2. Doing more studies that depend on reducing the levels of psychological burnout for teachers at the basic stage.

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